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ABSTRACT

Representatives were surveyed from 36 parent training programs dealing with school-to-adult-life transition, to identify practices which appeared to correlate strongly with positive outcomes for parents, professionals, and children/youth with special needs. Strategies which were identified as essential to parent/professional collaborative training for transition programs include: assessment of training needs, consideration of planning team membership, training that goes beyond an awareness level to the level of implementation, use of local parent and professional networking, identification of demographic variables, provision of workshops and follow-up activities, development of appropriate materials, and sensitization of parents to the needs of professionals and sensitization of professionals to the needs of parents. Strategies unique to a small number of effective training programs include such things as hiring members of under-represented populations to act as outreach staff and paying parents to attend training. Appendices contain a sample needs assessment and a list, organized by state, of the survey participants and non-participants. Also included are definitions of terms and a flowchart of the sequential planning process. (JDD)

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Building Bridges:

Strategies for Parent-Professional Collaboration Training for Transition

Education Transition Center

ETC

Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California

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Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California
1988

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Strategies for Parent-Professional Collaboration Training for Transition

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Parents and Professionals Building Bridges

A Manual of Strategies for Parents and Professionals Providing Training to Transition Infants, Children, and Young Adults with Disabilities through Life.

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PARENT PROFESSIONAL TRANSITION TRAINING PROGRAMS

Introduction

Collaborative parent-professional training for transition is a relatively new concept. There is a trend in parent training programs and support groups across the United States to engage in more intense collaborative efforts with professionals. Inservice training programs for professionals have also included parents. The goals of training have changed from making parents aware of their rights and their children's rights to preparing them to act as advocates on behalf of their children. Projects have evolved from professionals training parents, to parents training parents with consultation, from professionals to parent-professional collaboration at every stage (planning, implementation, follow-up) of a training program. Likewise the concept of transition has broadened. Ten years ago the term "transition" implied the student's movement from school to work. Now, the term refers to any and all changes from one service delivery system or program to another service delivery system or program from birth through adulthood.

The proliferation of parent training programs in the United States attests to the critical role of parents in the education and transition process for "at risk" students. The purposes of these training programs range from teaching parents about special education laws, parents' and children's rights, teaching methods and curriculum, to teaching parents and professionals to work collaboratively in the development and implementation of a student's Individualized Education Plan (IEP) and Individualized Transition Plan (ITP). Some of these training programs appear to be extremely successful. They result in good parent-professional collaboration and effective transitions for infants, children, and youth with special needs. Other programs report only marginal success; getting parents and professionals involved and keeping them involved are cited as major difficulties for these programs.

The purpose of this manual is to share the results of a California Department of Education supported project in which survey research methods were used to conduct a nation-wide review of parent training programs related to transition. Interviews were conducted with representatives from 36 parent training programs. The results of the interviews have been compiled in Appendix A. The interviews revealed a number of practices which appeared to correlate strongly with positive outcomes for parents, professionals, and children or youth with special needs. It is hoped that the strategies in this manual will be helpful in planning, organizing, and implementing parent/professional training for transition.

The team of researchers who completed this project have identified several specific components of effective transition training programs for parents and professionals. Strategies and recommendations for planning, organizing, and implementing parent-professional training programs are presented in this manual. These strategies have been derived from the "best" practices found in the literature and from the data reported in the survey. A list of programs/resources has also been included.

Note:

The authors of this report recognize that parents are professionals. However in order to differentiate the two groups for purpose of exploring the extent of collaboration between parents and professionals, we have elected to use the term "parent" to indicate that the individual's primary role vis-a-vis the person served by the transition training programs is the "parent of a child or young adult with special needs."

Definition of Terms

Parent: Parent refers to any person who assumes the roles and responsibilities for an individual with special needs i.e., natural or surrogate parent, foster parent, group home provider, consenator, or extended family members.

Transition: The state of California defines transition as a purposeful organized and outcome oriented process designed to help every student at risk move from school to employment and a quality life.

I.E.P.: I.E.P. refers to an Individulized Education Plan. It is the written individual statement developed by a team, to guarantee delivery of appropriate services for all students elegible for special education services.

I.T.P. I.T.P. refers to the Individualized Transition Plan, a written plan designating specific services and activities necessary to effect transition.

Collaboration: Refers to working cooperatively with others to achieve common goals.

Needs Assessment: A needs assessment is a process that values input by the consumers of training programs (i.e., parents and professionals). It is designed to determine participants' needs related to broad training goals. Subsequent training is based upon these expressed needs. A variety of formats may be utilized to collect information regarding training needs. Structured and open ended questions (presented in-person and/or on a questionnaire) individually and in small groups, done prior to and during the initial stages of training. (See Sample Needs assessment, Appendix B)

At Risk: California defines at-risk youth as those students who are frequently absent, tardy, truant; have potential to drop out due to pregnancy, marriage, financial needs, dislike of school, classes or teachers; lack of basic skills; have disciplinary problems, low self-esteem, emotional or physical problems, or feeling of alienation.

Individuals with Special Needs: Individuals who are served by the mandates of P.L. 94-142 and P.L. 99-457; those individuals need or receive special education and/or support services to maximize their potential.

T.A.: Technical Assistance refers to consultant services which provide support, guidance, and information for parents and professionals.

Action Plan: A written plan that identifies particular transition goals or activities and delineated responsibilities for reaching those goals and activities, and time line.

ESSENTIAL STRATEGIES FOR EFFECTIVE TRAINING

The essential strategies delineated below were derived from the analysis of the survey data collected from 36 parent/professional training programs throughout the United States. It is strongly recommended that these strategies are incorporated into the development of parent/professional collaborative training for transition programs.

1. Individualize training to meet the needs of each group of parent/professionals by conducting a needs assessment before planning the training and/or at the beginning of the actual training. The needs assessment will be most effective if it is done on a one-to-one basis either on the telephone, in person, or at a meeting of the organization. Flyers, questionnaires, and mailers have not been as successful as the aforementioned methods in collecting the information required to appropriately serve a group of parents and professionals. The needs assessment should include items

regarding the content of the training, process of training, the participates in the training, etc. (See Appendix B for a Sample Needs Assessment.) A modified needs assessment may also need to be conducted at the beginning of the training with individuals who actually attend the initial workshops. Ask participants to discuss their expectations from the training.

2. The planning team should include representatives from each group of people to be trained. For example, if agency personnel are to take part in the training, an individual from the agency should be part of the planning team. Members of the planning team could also come from parents groups, community organizations, medical and social service organizations, siblings, etc. In order to establish "ownership" of the training program, and subsequently to ensure follow-up , local personnel must take part in the planning. Every member of the planning team should be involved in selecting or deciding upon all aspects of planning, materials to be used, facilities, times, methods, etc. With the emphasis on collaboration, parents and professionals must be treated with financial and role equity (i.e., if professionals are paid, parents should also be paid for their consultation time). Additionally, if large state-wide training programs are being planned, state level agency personnel should be included.

3. Plans for the training should be based on the needs assessment. After reviewing the results of the needs assessment, the planning team will decide on the time, day(s), place, content, format, and services (i.e., childcare, transportation, food) which will be provided at the training sessions.

4. Training programs which take participants beyond an awareness level to the level of implementation are more likely to effect change in participants. Initial training sessions tend to be at an awareness level, allowing for an initial exposure to transition information. Effective means for "implementation" training include: a) one-to-one follow-up to assist parents and professionals with specific situations, b) the establishment of support groups of parents and professionals which develop as a result of "awareness" training, c) a series of trainings from awareness to implementation.

5. Parents and professionals should be recruited to attend training sessions through local parent and professional networking. Announcements in newsletters, newspapers, and public service announcements are generally not as effective as one-to-one contact, telephone and/or personal letters, or "word-of-mouth" at parent and professional meetings. Advertising the dates of meetings well in advance is effective. Providing child care, transportation, reimbursing expenses and/or providing food may be an incentive for some participants. Parents and professionals will make arrangements to attend if they know dates and times well in advance, and if the training has been planned to meet their needs.

6. In order to reach under-represented populations, identify the demographic features of the population in terms of ethnicity, languages spoken, socio-economic-status, and marital status. Include representatives from each group in the recruitment, planning, and implementation of the training. One-to-one contact as opposed to workshops is the most effective way to reach under-represented families. Assessment of their needs is critical, particularly in terms of what type of training is most appropriate, the need for translation of materials, and interpreters. Individualized follow-up is also crucial for these families.

7. Design workshops which include: a) presenters and workshop facilities who demonstrate a positive attitude toward parent participation (i.e., acknowledge and value the expertise and participation of parents in the transition process); b) a variety of activities and techniques which encourage small group information exchange and active audience participation. For example:

*Role playing

*Story telling

*Personal video tapes

*Developing Action Plans

*Small group problem solving

It should be noted that for some parents workshops are not a viable option; therefore it is important to provide alternative means for involvement such as receiving information in the mail, a visit by another parent, assistance in program referral.

8. Plan to provide follow-up activities/services if the goal of the training is to effect changes in parent/professional behaviors. Follow-up activities are necessary to ensure ongoing parent involvement and to reinforce training goals. A variety of follow-up techniques which will meet the specific needs of local parents and community members should be offered. It seems that the most effective technique is one-to-one contact (in person or via telephone). Other techniques utilized to maintain contact with parents and professionals who participate in trainings were:

*Support groups

*Classes and further trainings

*Newsletters

*Information packets

*"Action plans"

*Manuals and handbooks

*Technical assistance (T.A.)

*Community outreach

*Program referrals

Projects did not offer formal workshops as follow-up activities because they were rarely requested by the local parents.

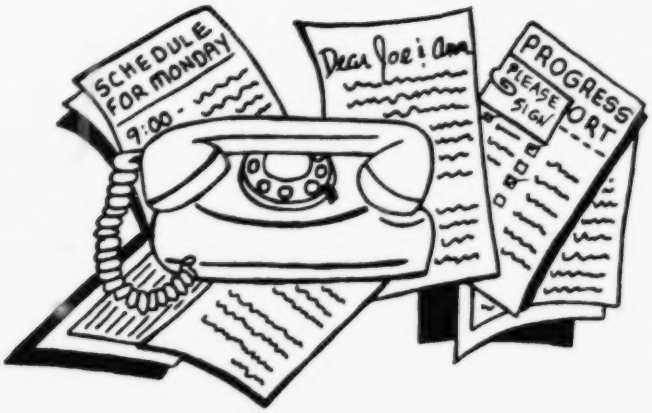
9. Develop materials (handbooks, action plans, etc.) appropriate for the individuals who participate in the training sessions. Materials must be selected carefully so as not to overwhelm participants with bulk or technical jargon. Include a glossary of terms and lists of local agencies and resources.

10. Establish an advisory board. Advisory boards are most effective if they are diverse in membership and represent the parent population (i.e., ethnicity, income and education level, and language) as well as the professional population (agencies and systems). Roles of advisory board members may include: advising, coordinating, sharing information, deciding policy and recruiting parents. The one-to-one contact recommended for recruiting parents and follow-up may be conducted by members of the advisory board.

11. Sensitize professionals to parents' needs, frustrations, and concerns and sensitize parents to professionals' needs, frustrations, and concerns. Some parents do not feel comfortable assuming the role of advocate. Alternative means for these parents to ensure that their rights and their children's rights are upheld must be presented to parents and professionals. Suggestions as to how to select an advocate, who is available to advocate, and knowledge of the most important characteristics of an advocate are helpful to parents and professionals who do not feel comfortable assuming the role of advocate.

12. Write a grant or seek local financial assistance to provide training for specific populations (i.e., request monies to translate materials, to provide interpreters at training sessions, and to support continuing transition training activities).

UNIQUE STRATEGIES



The following strategies were unique to a small number of effective training programs. Thes strategies may be appropriate for many situations and are included here for your consideration.

1. Include students in the training program. Some students were taught to be advocates for themselves. The students were trained with the parents and professionals. (Disabled in Action of Baltimore, Inc.- Baltimore, MD).

2. Hire members of under-represented populations to act as outreach staff to conduct one-to-one contact with families from their population. These individuals need to have the time, the patience, and the communication skills required to build trust with the families. They need to learn to assess the family's specific needs and comfort level with a variety of methods of preparing parents to take part in the collaborative process. (SPIN - State-wide Parent Information Network - Boston, MA).

3. Include group home personnel and other care providers in training programs. Assessment of local needs may suggest a need for training of foster parents and/or professionals in group homes who are responsible for more than one child/young adult. (Community Transition Project - San Francisco, CA).

4. Give parent trainers a specified amount of money to spend as they judge most appropriate for a given training. Parents and professionals work as teams in local areas and each team utilizes its budget to best meet the assessed needs of the local population. (Parent Education Network - Tampa, FL).

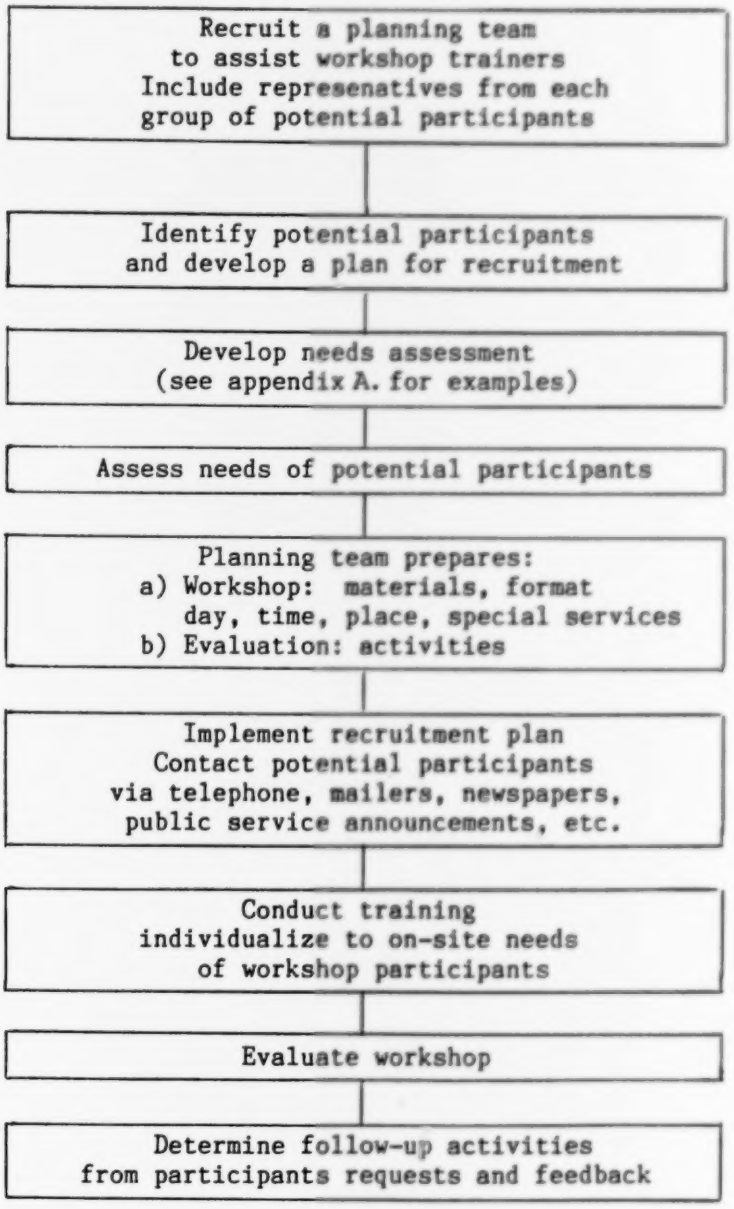
5. Consider family weekend training. In one program, training was held throughout a weekend with the entire family taking part. Child care and activities for children and young adults were available. This gave the parents and professionals an opportunity to work, play, and socialize together. (Families Together, Topeka, KS).

6. Develop an "action plan" during the training which requires a follow-up meeting or activity (either a telephone call or a small group meeting). These plans facilitate parent/professional collaboration and they also provide the opportunity for continued involvement in student transitions. (University of Washington- Seattle, WA).

7. Pay parents to attend a series of training sessions. (Regional Institute to Facilitate Transition for Children and Adolescents with Special Needs - Bakersfield, CA).

Sequential Planning Process

The strategies identified in this research may be sequenced in the following stages for developing and implementing training.



Program Characteristics

Thirty-six programs in 50 states were interviewed as part of the project designed to identify effective strategies for parent/professional training for transition. The following list includes some of the general characteristics of the programs:

a) types of transition training conducted were awareness activities, lecture, small group discussion, orientation meetings and one-to-one parent training.

b) school staff, agency personnel, vocational educators, parents, and students were participants at trainings

c) trainings were conducted evenings, Saturdays, and weekdays

d) trainings were usually one session with follow-up activities determined by participants' needs/interests

e) trainings were held in the community at various sites, in schools or private homes

f) training focused on children (aged 0 - adult) who represented all types of disabilities, as well as "at risk- youth"

g) programs were generally funded by grants and had existed from 6 months to 3 years

Appendix A. Sample Needs Assessment

We are thinking of conducting workshops to train parents and professionals in collaborating toward transition of handicapped children and youth from agencies to schools and schools to agencies. We would like your input as we develop these workshops.

1. Who should participate in the training workshops?

   parents
   special education teachers
   employers
   students
   vocational education teachers
   regular education teachers
   adiministrators
   agency personnel
   medical and related service personnel
   others

2. Where should the training be held?

   school
   community church library
   agency
   private homes
   other

3. What would you like to training to teach you?

   awareness of transition between and agencies
   knowledge about how to do transition
   practice in how to do transition
   advanced skills like advocating for services

4. What topics would you like addressed at the training?

laws	social services
guardianship	rehabilitation services
advocacy	vocational opportunities
special education	define transition
IEP process	communication skills
group process	vocational assessment
school placement	individualized transition plans
SSI	community based training
transportation	community resources
medical issues	adult living opportunities
coping skills	vocational assessment
leisure/recreation	student self-advocacy and self-management
integration	disability awareness
pre-school services	infant services
training for work	interagency collaboration
other	

5. When would you like the training held?

after school
weekends
weekdays
1-3 hour sessions
one day training workshop
ongoing meetings

6. What age child on you want the training to address?

infant
pre-school
grade school age
secondary school age
19-22 years
22 years and above

7. What language would you like the training given in?

English
Spanish
Vietnamese
Laotian
Signing Exact English
American Sign Language
other

8. What type of training would you like?

individual or small group meetings at my or anothers home
group workshop
material in the mail
phone contact and assistance
support group meetings

9. Who would you like to have contact you and how?

other parent
teacher
program coordinator or staff
phone call
information in the mail
information sent home from school

10. Would you like us to also provide the following?

classes with further information on specific topics
IEP/ITP assistance
newsletter
handbook on transition
assistance in identifying and referral to programs
support groups
phone assistance
case management assistance

11. In order for you to be able to attend the training, would you need:

child care
transportation
no cost workshops
free materials
other

12. Would you be willing to help us in:

giving us ideas in planning the training
reviewing materials we will use
presenting at the training
evaluating the training
assisting with small groups
serving on an advisory committee
volunteer work

Appendix B. Survey Participants

Alabama

Title of Program: Special Education Action Committee of Alabama

Name: Judy Dillaber

Address: P.O. Box 81112
Mobile, Alabama 36689-1112

Phone #: (205) 478-1208

Nature of Program: Provides help to parents who have children ages 0-3 preschool, very little on school to life but they do cover it if a parent asks for help

Population served: 0-3 years of age and some 3-21

Collaboration: Parents train parents

Type of Transition: Hospital to home, home to pre-school or other programs, and school to life

Arkansas

Title of Program: Western Arkansas Educational Cooperation

Name: Cathy Williams

Address: Rt.#1 Box 104
Branch, Arkansas 72928

Phone #: (501) 965-2191

Nature of Program: Information on adult services, service agencies, ITPs, IEPs, workshops and parent packets. Local action plan developed by interagency team for implementing 8 essential elements of process: Vocational assessment, pre- voc. skills, voc. training, work experience, employment linkage, written plan, parent training, follow-up

Population served: Some 8th grades, mostly 10-12th grade for mild to moderately disabled youths

Collaboration: Professionals train parents and teachers. Joint project of Special Ed., Voc. Ed. , and Voc. Rehab.. (teachers should train parents)

Type of Transition: Primarily vocational transitions

Arizona

Title of Program: Pilot Parents

Name: Mary Slaughter

Address: 2005 N. Central #100
Phoenix, AZ 85004

Phone #: (602) 271-4012

Nature of Program: Support groups for transition: rights and responsibilities

Population served: Anyone who attends special education or schools for disabled

Collaboration: Volunteers train parents

Type of Transition: Parents dealing with any type of transition in school

Title of Program: Project Origins

Name: James S. Gittings
University of Arizona
Division of Special Education
College of Education and Archeology

Address: University of Arizona
Tucson, AZ 85721

Phone #: (602) 621-7822

Nature of Program: Helping parents to integrate their youngsters into a work training program, 4 workshops

Population served: Severely mentally retarded and multi-handicapped secondary education students

Collaboration: Director of Pilot Parents trains parents in seminars

Type of Transition: School to work

California

Title of Program: Community Transitional Services Project

Name: Stacy Graff

Address: 1640 Holloway Ave.
San Francisco, CA 94132

Phone #: (415) 469-6393

Nature of Program: Transition and vocational information and decision making team in two high schools giving information to parents

Population served: Severely handicapped in secondary education

Collaboration: Professionals work informally with parents

Type of Transition: School to work, life, and community

Title of Program: Cooperative Model for Planning and Developing Transitional Services

Name: Joe Pasanella

Address: 723 East Cota St.
Santa Barbara, CA 93103

Phone #: (805) 963-4331

Nature of Program: Training and manual given on transitions from school to life and ITP's

Population served: Handicapped students exiting schools

Collaboration: Teachers train parents

Type of Transition: Leaving school for work, community, or life

Title of Program: Employment Retention Program

Name: Cory Ross

Address: Employment Retention Program
Special Services Division
2465 Dolan Way
San Pablo, CA 94806

Send survey to: Cory Ross
3038 Simas Ave.
Pinole, CA 94564

Phone #: (415) 724-4657

Nature of Program: Information, counseling, support group

Population served: Any PL94-142 students aged 17-22 exiting the school system

Collaboration: Teams training parents (teams: from undergrad students to those holding a Masters degree)

Type of Transition: School to work or change of residence

Title of Program: Grossmont Union High School District
Grossmont Work Training Center

Name: Glen Maxion

Address: 230 Jamacha Rd.
El Cajon, CA 92030

Phone #: (619) 442-0606

Nature of Program: (Travel training, recreation) 219 severely handicapped and deaf-blind students, with the goal of successfully transitioning students from school to common work and quality adult life. Strong inservice toward that goal

Population served: Severely handicapped students aged 18-22 who are within 1-2 years of leaving the school system

Collaboration: Parent/Professional training teams

Type of Transition: School to work, community, or home

Title of Program: Project Work

Name: Dr. Ian Pumpian

Address: 6310 Alvarado Ct.
San Diego, CA 92182

Phone #: (619) 229-2462

Nature of Program: Training on information, awareness and advocacy agencies

Population served: All handicapped children falling under the PL94-142

Collaboration: Parent and parent/professional training teams

Type of Transition: Mostly school to adulthood and integrated work settings

Title of Program: Solano County Integration Project
Solano County Regional Occupation Center

Name: Blair Roger

Address: 712 Waller St.
San Francisco, CA 94117

Phone #: (415) 621-0752

Nature of Program: To provide a bridge of information for the parents of children who are going from a segregated to an integrated school setting

Population served: All severely handicapped 0-22 yrs. and older

Collaboration: Parents training with school and resource staff, also parents co-training in a regular school setting with professionals

Type of Transition: From segregated school settings to integrated school settings

Title of Program: Whittier Union High School District
Career Assessment and Placement Center

Name: Dan Hulbert

Address: 9401 S. Painter Ave.
Whittier, CA 90605

Phone #: (213) 698-8121

Nature of Program: The Career Assessment and Placement Center provides and coordinates career, vocational and social development and integration of persons with disabilities into the community

Population served: Mild to severely handicapped middle school to 22; adult supported work/life program

Collaboration: Professionals train parents, then professional/parent teams train parents with parent information, sharing, and networking as focus

Type of Transition: School to work, community, and home

Colorado

Title of Program: Parent Education and Assistance for Kids (PEAK)

Name: Barbara Buswell or Judy Martz, Co-directors

Address: 3709 East Platte Suite #101
Colorado Springs, CO 80909

Phone #: (303) 574-2345

Nature of Program: Provide parents with information and skills so they can obtain increased and improved services (education, medical, and community) for their children; promote positive communication between parents and professionals

Population served: 0-21 yrs

Collaboration: Parents train parents, (it's a working relationship with providers and state agencies)

Type of Transition: Hospital to home, home to pre-school or agencies, home to school, and school to adult services

Florida

Title of Program: Parent Education Network

Name: Mary Jetton, I&R CO-ND, Jackie Sipple, President

Address: 2215 East Henry Ave.
Tampa, FL 33610

Phone #: (813) 239-1179

Nature of Program: Funded by a federal grant to do parent training and develop information packets for libraries and parents

Population served: Exceptional students covered by (PL99-457) PL94-142, 0-21 years old

Collaboration: Professionals train parents to train parents

Type of Transition: Home to school, in school, school to life and community

Title of Program: Parents to Parents of Florida

Name: Susan Duwa

Address: 621 Kraft Ave.
Panama City, FL 32401

Phone #: (904) 769-6606

Nature of Program: Parent support, information concerning transitions from birth through adult

Population served: 0-5, all pre-school aged children

Collaboration: Parents/professionals to parents

Type of Transition: Any crisis/transition

Indiana

Title of Program: Indiana Parent Training Program- Task Force on Education for the Handicapped

Name: Judy Alderton

Address: 812 E. Jefferson
South Bend, IN 46617

Phone #: (219) 234-7101

Nature of Program: Pre-school, school, post-school training for parents of children with special needs. Services are mandatory in Indiana for 5-18 yr. olds

Population served: Parents of handicapped persons

Collaboration: Parent to parent training
and parent/professional team training parents

Type of Transition: In school and post-school

Kansas

Title of Program: Bureau of Child Research

Name: Ann Turnbull

Address: University of Kansas
Hayworth Hall
Lawrence, Kansas 66045

Phone #: (913) 864-4295 or 864-4954

Nature of Program: Manuals, workshops, financial training, social/community/residential/employment planning

Population served: Students with cognitive limitations, including head injured

Collaboration: Professional staff train parents
Note: many of the professionals are either siblings or parents themselves with handicapped children

Type of Transition: Transitions into adulthood and lifestyle

Title of Program: Families Together

Name: Patty Gerdel or Barbara Huff

Address: P.O. Box 86153
Topeka, Kansas 66686

Phone #: (913)273-6343

Nature of Program: To provide awareness training and information on agencies They have mini/enrichment sessions and 2 semi-annual camping retreats (35 families participate). They explain the 2 year pre-graduation preparation process

Population served: All children falling under PL94-142

Collaboration: Professionals train parents initially, then parents train parents

Type of Transition: Graduation process which leads students into school to life, agency availability, and job opportunities

Kentucky

Title of Program: Parents Plus

Name: Karen Stone

Address: Kentucky Coalition For Career and Leisure Development
366 Waller Ave.
Lexington, KY 40504

Phone #: (606)278-4712

Nature of Program: Training program. Transition (L.I.F.T.) Life In Full Training Awareness. Understanding My Child's Educational Rights (U.M.C.E.R.) What will happen when I die? Adaptive toys and devices

Population served: 0-life (some over 60 even), all ages but transition services are mostly for students 14 years old and older

Collaboration: Parents/professionals teams train parents

Type of Transition: Work place, living arrangements, leisure/recreation

Louisiana

Title of Program: Employer Sponsored Education Project

Name: Brenda Baron

Address: LA State Dept. of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

Phone #: (504) 342-0167

Nature of Program: Information on types of transitions

Population served: Severely handicapped

Collaboration: Professionals/Parents train parents

Type of Transition: Pre-school to school and school to adult transitions

Title of Program: Non-Directed Demonstration Project
Louisiana State University Medical Center
School of Allied Health Professionals

Name: Ann Riall

Address: Human Development Center
1100 Florida Ave. Bldg. #119
New Orleans, LA 70112

Phone #: (504)942-8200

Nature of Program: To help in the transition young mothers are making from the hospital to the home; information, counseling, and workshops are provided

Population served: Usually young, black, low income mothers with children with severe neurological dysfunctions

Collaboration: Professionals training parents

Type of Transition: Birth, hospital to home, and home to pre-school and community programs

Title of Program: Project Prompt
U.S. Department of Education

Name: Sharon Duda

Address: 1500 Edwards Ave. Suite #0
Harahan, LA 70123

Phone #: (504) 734-7736

Nature of Program: Review of goals, IEP process, rights and responsibilities in the least restrictive environment, informing parents of their rights in P.L.94-142, teaching parents to be full partners in their child's I.E.P. process, showing them that they are the experts on their children

Population served: All students falling under PL94-142

Collaboration: Parents train parents

Type of Transition: All from 0-21 yrs. old

Maryland

Title of Program: Disabled in Action Of Baltimore, Inc.

Name: Dr. Martin Gould

Address: 3000 Chestnut Ave.
Suite # 204
Baltimore, MD 21211

Phone #: (301)235-1403

Nature of Program: To provide information, awareness, direct experience, and skills

Population served: Secondary aged severely handicapped youth

Collaboration: Professionals/advocates/consultants train parents

Type of Transition: School to life

Massachusetts

Title of Program: Action for Boston Community Development Inc.

Name: Sandra Copman

Address: 178 Tremont St.
Boston, MA 02111

Phone #: (617) 357-6000 ext. 570

Nature of Program: Community-based skills training conducted in natural setting, small group or on an individual basis. Conducted after-school, weekends, and in the summer

Population served: 14-21 year old severely handicapped youth (primarily with physical disabilities), from low-income families

Collaboration: Collaboration between the agency (which is a community-based social services agency), state vocational rehabilitation, the school department, and local Centers for Independent Living

Type of Transition: School to life, (all facets)

Title of Program: Department of Rehababilitation Counseling
Boston University

Name: Dr. Norman Hursh

Address: Boston University, Department of Rehabilitation Counseling
University Ave
Boston, MA 00215

Phone #: (617)353-2725

Nature of Program: Parent involvement in IEPs, school, rights, information

Population served: Students who are 14-22 years of age who are served by PL94-142

Collaboration: Professionals training parents

Type of Transition: Career training

Title of Program: SPIN - State Wide Parent Information Network

Name: Artie Higgins

Address: 312 Stuart St.
Boston, MA 02116

Phone #: (617) 482-2915

Nature of Program: Information, training on life transitions

Population served: All special needs, from birth to adulthood

Collaboration: Parents train parents

Type of Transition: Early childhood to school, entry into vocational education for graduation, exit from school and school to adult world

Minnesota

Title of program: Lexington School/North East Metro Intermediate School District

Name: Gary Parsons, Project Director
Sandra Thompson, Transition Facilitator

Address: 1130 West County Rd., B.
Roseville, MN 55113

Phone #: (612) 487-1445, 633-8691

Nature of Program: Information about adult services, planning for adult life

Population served: 27 families of secondary aged students with moderate and severe mental retardation. (In 1987-88, 40 families will be served and the number of families to be served will increase each year thereafter)

Collaboration: School staff and adult service providers working with families

Type of Transition: School to adult life

Mississippi

Title of Program: Project Reach
University of Southern Mississippi

Name: Robert Campbell

Address: University of Southern Mississippi
MS-University Affiliated Program
Southern Station Box 5163
Hattiesburg, MS 39406-5163

Phone #: (601) 266-5163

Nature of Program: To assist families with transitions in medical maintenance

Population served: 0 to 3 years of age

Collaboration: Birth to home

Type of Transition: Medical transitions

Montana

Title of Program: Montana Center for Handicapped Children
Parents- Let's Unite for Kids.

Name: Katherine Kelker

Address: 1500 North 30th St.
Billings, MT 59101-0298

Phone #: (406) 657-2312

Nature of Program: Awareness, rights, planning the future as well as IEPs, agency awareness, and series

Population served: Handicapped persons from birth throughout life span

Collaboration: A 4 person team (2 parents/2 professionals)

Type of Transition: All

New Hampshire

Title of Program: New Hampshire Developmental Disabilities Council

Name: Stephanie Powers

Address: New Hampshire Developmental
Disabilities Council
Suite 204
9 South Spring St.
Concord, NH 03301

Phone #: (603) 271-3236

Nature of Program: Awareness training and information gathering

Population served: Moderate to severely handicapped students aged 15-22

Collaboration: Parent to parent

Type of Transition: School to work

New Mexico

Title of Program: Education for Parents of Indian Children with Special Needs (EPICS) Project

Name: Paul Kline, Co-director

Address: P.O. Box 788
Bernalillo, NM 87004

Phone #: (505) 867-3396

Nature of Program: Provide information and training on: 1) parental rights and responsibilities within the special education process, 2) communicating effectively with school personnel, medical professionals and other professionals, 3) developing parent groups in other communities, 4) participating effectively in the child's educational program, 5) parental record keeping, 6) transition training

Population served: Parents of Indian children with handicaps

Collaboration: Development of parent-professional partnerships

Type of Transition: Currently cover transition into elementary school, in the near future, they will cover transition from high school to adult living

New York

Title of Program: New York Parents Cooperative/New York City Parents Coalition for the Education Advocated for Children

Name: Joan Harrington

Address: 24-16 Bridge Plaza So.
Long Island City, N.Y. 11101

Phone #: (718) 729-8866

Nature of Program: Advocacy/parent training in transition planning, adult services in New York City

Population served: Developmentally disabled youths aged 16-21

Collaboration: Professionals training parents

Type of Transition: School to community, home and work

Title of Program: Parents Information Group/Exceptional Children of New York

Name: Deborah Olson

Address: 215 Bassett St.
Syracuse, N.Y. 13210

Phone #: (315) 478-004

Nature of Program: Provide information on rights and education for all handicapped children through workshops, presentations, and one to one assistance

Population served: All children covered by PL 94-142

Collaboration: Parent-to-parent

Type of Transition: All school phases

Ohio

Title of: National Center for Research in Vocational Education

Name: Margaretha Izzo

Address: 1960 Kenny Rd.
Ohio State Univiersity
Columbus, OH 43210

Phone #: (800) 848-4815

Nature of Program: Interagency agreements, individual transition phases, assisting parents with schools and work. Fifteen, 1 hour seminars, research guides

Population served: Mildly handicapped students aged 14-21

Collaboration: Team of parents/professionals/educators train parents

Type of Transition: School to work

Oregon

Title of Program: Oregon C.O.P.E.Project, Inc.

Name: Cheron Mayhall, Ph.D.

Address: 999 Locust NE, #42
Salem, OR 97303

Phone #: (503) 373-7477

Nature of Program: Transition workshops, rights on information and responsibilities, and information gathering

Population served: Parents of children with disabilities, birth-22 years old and professionals serving these families

Collaboration: Parents train parents

Type of Transition: School to work, community, and life

Washington

Title of Program: Technical Assistance for Parents (TAP)

Name: Joanne Butts

Address: 6316 South 12th St.
Tacoma, WA 98465

Phone #: (206) 565-2266

Nature of Program: Information support workshops

Population served: Parents of handicapped children 0-22 years old falling under 94-142 bill

Collaboration: Parents to parents (depends on the transition and the group involved)

Type of Transition: Home to school and school to work or life

Title of Program: University of Washington

Name: Gene Edgar

Address: EEU, WJ10
University of Washington
Seattle, WA 98195

Phone #: (206) 543-4011

Nature of Program: 3 programs:
#1- Early childhood programs
#2- Adult to work
#3- Judicated Youth

Population served: #1- (1- 2 phases, Birth to 3 years, and 3- to 6 or school.)
#2- 16-25 old
#3- Handicapped offenders

Collaboration: #1- Parents as planning/training teams
#2- Professionals train parents on how to find leads after school
#3- Parole officers work with parents on attitudes and communication, options and obligations

Type of Transition: #1- birth to programs, or 3- school
#2- adolescent to work or life
#3- adjudication to society, home or school

Program manuals are available commercially through Edmark Publication Co., Bellevue, Washington.

Appendix C. Survey Non- Participants

Title of Program: North Bay Regional Center *
Name: Travis Lipscomb
Address: 2351 Mendocino Ave.
Santa Rosa, CA 95401
Phone #:(707) 528-6161

Title of Program: Gadsden County School Board **
(also known as the Rural Community Interagency
Collaboration Effort)
Name: Becky Pruett
Address:818 Box
Quincy, FL 32351
Phone #:(904)627-9651

Title of Program: Project Bridge *
Name:Patricia Spencer
Address:P.O. Box 927
Elk Grove, IL 60009-0927
Phone #:(312) 981-7382

Title of Program: Interact *
Name:William Sharpton
Address:University of New Orleans
Department of Special Education and
Habilitative Services
New Orleans, LA 70148
Phone #:(504) 286-6609

Title of Program: Louisiana Department of Education*
Special Education Deptment
Name: Nancy Hicks
Address:P.O. Box 94064
Baton Rouge, LA 70804-9064
Phone #: (504) 342-6118

Title of Program:PLANS (Planned Linkages **
Among Needed Services)
Name:Charles McNelly
Address:United Cerebral Palsy Association. PG County
3901 Woodhaven Lane
Bowie, MD 20715
Phone #:(301) 262- 4993

Title of Program: Family Planning- Education/Training **
Name:Jennifer Wolfum or Adella Hill
Address:178 Fremont St.
Boston, MA 02111
Phone #:(617)357-6000 ext.#393

Title of Program: United Cerebral Palsy Association- **
Metro Detroit Community Service Deptment
Name:Beverly McConnell
Address: 17000 West 8 Mile Rd.
Suite 380
Southfield, MI 48075
Phone #:(313) 557-5070

Title of Program: PACER Center- Parents Helping Parents *
Name:Paula Goldberg
Address:4826 Chicago Ave South
Minneapolis, MN 55417-1055
Phone #:(612)827-2966

Title of Program: Educational Innovations - Special Education Bureau *
Name:Carol Davis or Stephanie Powers
Address:1 Eagle Square , Suite 512
Concord, NH 03330
Phone #:(603) 472-5821

Title of Program: Association de Padres Pro Biene- *
Star Ninos Impedidos De Puerto Rico
Name:Carmine Se'llas
Address:Box 21301 Rio Piebras
Puerto Rico, 00928
Phone #:(809) 765-0345

* information unavailable

**program did not address transition (but may have done parent/professional training)

Addendum: Information from the following programs was received too late to include in the survey results

Title of Program: Parents' Graduation Alliance

Name: Roz Slovic

Address: 135 Education Ave.
University of Oregon
Eugene, OR 97403

Phone#: (503) 686-5311

Nature of Program: Provide information and leads on the services available. A vision for quality services (high school, residential, vocational) and strategies for change or improvement when necessary.

Population served: Youth who are secondary age and severely handicapped, and their families.

Collaboration: Parent to parent

Type of Transition: School to adult services

Title of Program: Parents Helping Parents

Name: Florene Poyadue R.N., M.A., M.F.C.C.

Address: 535 Race St. #220
San Jose, CA 95126

Phone: (408) 288-5010

Nature of Program: A resource center for parents and professionals which offers information, peer counseling, training, a visiting parents program, family rap sessions, IEP trainings, and programs for siblings

Population served: Parents and professionals who serve children and young adults with disabilities

Collaboration: Parent to parent training for counseling and support through transition

Type of Transition: Hospital to home, in school, school to work

Title of Program: Regional Institute to Facilitate Transition for Children and Adolescents with Special Needs

Name: Dr. Michal Clark, Dr. Renuka Sethi

Address: Kern Regional Center
501 40th St.
Bakersfield, CA 93301

California State University of Bakersfield
Department of Education
Bakersfield, CA 93301

Phone: (805) 327-8531
(805) 833-2219

Nature of Program: A regional institute consisting of a series of 3 workshops for parents and professionals

Population served: 50 families participated, each family receiving a stipend of $40.00.

Collaboration: Workshops were planned and facilitated by parent/professional teams and topics discussed included issues related to due process, parent involvement, and practices in the least restrictive environment. A video tape highlighting the workshop format and experts from the training as well as a directory of regional services are available.

Type of Transition: school to adult services

Education Transition Center

Projects on Sale!

Analysis of Role-Shifting Patterns in Transition, by Joseph J. Pasanella and Thomas I. Justice, softcover, 47 pp.

$10.00

Building Bridges: Strategies for Parent-Professional Collaboration Training for Transition, by Marlene A. Dick, Lois Moulin, Susan Pellegrini, and Jeri Traub, softcover, 50 pp.

$20.00

Collaborative Transition Planning Systems in Los Angeles County, by Bill Whitmore, softcover, 130 pp.

$20.00

A Needs Assessment for Adults with Learning Disabilities, by the Rehabilitation Center for Brain Dysfunction, Inc., softcover, 95 pp.

$15.00

Synthesis of Individual Transition Plans: Format and Process, by Kathleen LaMar and Bill Rosenberg, softcover, 128 pp.

$20.00

Model Curriculum Emphasizing Transition: Planning Guide for Students with Mild Disabilities, by Lee Anderson, shrink-wrapped, 412 pp, 9 discs (Apple IIe and IBM).

$25.00

A Curriculum Guide for Transition: An Adaptation of the Individualized Critical Skills Model for Students with Mild Disabilities, by Janet Wright, softcover, 70 pp.

$10.00

Orange County Transition Products, by Beverly Huff, Linda O'Neal, Barbara Vali, Masha Burgess, and Michele Lovenduski:

Orange County Special Needs Services Directory, 220 pp.
Transition, softcover, 50 pp.
Transition Reference Guide, softcover, 9 pp.
Vocational/Employment Preparation, brochure

$20.00

A Collaborative Transition Planning System for Rural Communities: Butte County SELPA Case Study, by Frank Terstegge, softcover, 200 pp.

$20.00

Instructional Strategies for Special Education Students in Regular Vocational Classes: A Pre-Service Handbook, by Charles Kokaska and Leonard Albright, softcover, 96 pp.

$17.50

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650 University Avenue, Room 201
Sacramento, CA 95825

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TO BORROW: Please contact Velda Ruddock, Information Dissemination Specialist 916/921-0521.

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